**3rd Grade Math, Topic 8.3 Division with fact families**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials: Math Journals | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 3rd grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers or current division timed test.  **Problem of the Day** 8-3  “How many free adult museum would be given to a class that purchased 24 student tickets.” Make a table in your journal. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***Division*** Review class definitions of division, quotient divisor and dividend.  Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Problem: There are 18 children in a ballet class. They are standing in rows of 6 for a dance recital. How many rows of children are there. Work with your partner to write and solve a division problem. Show your work in your math journal.  Students share out problem solving.  Class discussion: Students share strategies they used to solve problems. Did anyone use multiplication to help them solve their problem? Talk about fact families.  Extend: Use division to find how many weeks are the same as 35 days. Explain your work. Did anyone use multiplication to help them solve their problem? | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning* Bridge in Student textbook and projected (if access to document camera)  *Guided Practice* problems & 2 copy and complete the fact family and try to find the quotient for #2  *Guided Practice* problems 3-10 independently, then partner share responses (using counters and recording drawings in Math Journals)  \*ReTeaching Set C on page 202, if necessary | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems (evens 14-34) in Math Journal \*Brain Builder: Problem Solving problem #35 a & b (Use this time to monitor student work. Identify students that may need to revisit today’s concept. Identify students that may need to revisit prerequisite skills.) | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 8-3** Have students complete and turn the Quick Check. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections: Or Do your own centers.   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Toss and Talk** (partner game from Differentiated Instruction On-Level or Advanced) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: “Create a **Problem of the Day** using division. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 8-3 or practice page.** | |